

Foreword

Her Majesty's Inspectorate of Education (HMIE) visit a sample of primary and secondary schools every year to find out how they are performing. They publish a report giving evaluations of pupils' achievements, the effectiveness of the school and the environment for learning. The report informs you about the key strengths of the school, its capacity for further improvement and sets out the main points for action.

HMIE inspected Inveravon Primary School in June 2003 and published their report in November 2003. The report can be accessed either from the school or on the HMIE website (www.hmie.gov.uk).

Following publication of this report, the school and the authority are required to address the HMIE recommendations (Main Points for Action) and thereafter the authority is required to inform parents on progress.

This report tells you about the progress made by the school in addressing each of the main points for action identified in the original HMIE report. It also includes evaluations of other areas where the school is improving or has the capacity to improve.

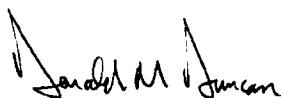
This report uses the following word scale to make clear the evaluations made by Quality Improvement Officers in partnership with HMIE.

Very good	Major strengths
Good	Strengths outweigh weaknesses
Fair	Some important weaknesses
Unsatisfactory	Major weaknesses

Where used the following words describe numbers and proportions:

Almost all	=	Over 90%
Most	=	75-90%
Majority	=	50-74%
Less than half	=	15-49%
Few	=	Up to 15%

I hope you find this report helpful and informative

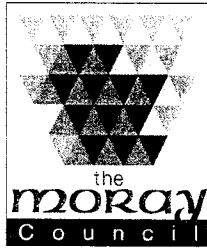


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Educational Services

Follow-through report for Inveravon Primary School - June 2005

Introduction

Inveravon Primary School was inspected by Her Majesty's Inspectorate of Education (HMIE) in June 2003 and the resulting report was published in November 2003. Quality Improvement Officers visited the school on a number of occasions (November 2003, March 2004, June 2004, December 2004 and June 2005). These visits have involved interviewing the headteacher, meeting with teaching staff and reviewing assessment and target setting records. 5-14 attainment records and other assessment data have also been examined. As required, this follow-through report is produced by the local Education Authority within two years of the publication of the original report. This report has been agreed with HMIE who will not make any further visits to the school in connection with their 2003 inspection.

Continuous Improvement

Overall attainment remains very good. The school makes very good use of assessment information in addition to National Assessments. The educational needs and progress of all pupils is well understood by staff. Pupils receive individual support and their learning is planned in consultation with Support for Learning (SfL) staff.

The leadership of the school by the headteacher continues to be very good. She is very well supported by her staff. The school's effective self-evaluation approaches have been improved with more evaluative feedback from the headteacher to staff on the quality of learning and teaching. Improvements in record keeping and feedback on progress given to teachers and pupils have been implemented. All teaching staff use the examples of very good practice given in the How Good Is Our School guide to measure their own performance.

Pupil attendances are just below Moray and national averages. There have been no exclusions from the school in recent years. The school is only able to offer a limited range of extra-curricular activities as the majority of pupils travel home from school by organised transport. There is significant community involvement in all school events which are very well supported by parents. During last session staff participated in a range of professional development events including ones on science, French, mathematics, assessment and different styles of teaching. Very good progress is being maintained towards becoming a Health Promoting School, with an effective committee involving staff, parents and pupils already working together on a range of health priorities. The school has actively engaged in a number of environmental projects including wildlife protection and a competition organised by the Scottish Moorland Trust. The gardening club is popular with pupils and has also provided opportunities for enterprise activities. Good links have been established with an Aberdeen University project aimed at improving transition from primary to secondary schools based on a science initiative.

The school has reviewed practices in a number of areas that have resulted in improvements for the school. These include:

- the introduction of formative assessment strategies developed jointly with the associated secondary school. This provides improved information about children's progress and allows more targeted support and challenge;
- participation in a national literacy project, led by Learning and Teaching Scotland, along with colleagues from the associated schools group. This has improved the overall English language curriculum with the development of an additional programme of work for listening and talking. Feedback from staff confirms that this new teaching programme is more effective;
- the introduction of a computer-based reading programme to improve appropriate pace and challenge for children's learning and allow easier monitoring of their progress;
- more enterprise activities across a number of stages in the school. As a result there is evidence of pupils more actively involved in their own learning and greater engagement of parents in school activities.

The school has recognised the need to continue to raise levels of attainment and has identified a range of steps to secure improvement. In particular the school has identified the need to tackle the under-achievement of boys. The authority will continue to be involved in supporting and challenging the school in its efforts to improve levels of pupil attainment.

Progress with Main Points for Action.

- 1. The headteacher should provide improved guidance for teachers on the expressive arts, to sustain good practice and provide a sound basis for further improvement.**

The school has made very good progress with this main point for action.

The school has developed and introduced new programmes of work in art and design, drama, music and physical education. These have been in place since late in 2003 and evidence indicates that pupils experience more continuity and progression in their work. Written guidance has been

prepared for class teachers in consultation with visiting specialist staff and has now been fully implemented. Pupils are now more reflective of their own and others' work in expressive arts.

2. Targets in IEPs should be more clearly stated and pupils' progress towards them fully recorded.

The school has made very good progress with this main point for action.

Training was provided by the authority on a computer-based programme used to prepare and maintain Individual Education Programmes (IEPs). Class teachers and the additional support needs staff now use these consistently to plan and record the learning of the small number of pupils for whom such a plan is required. Targets in IEPs are now more clearly stated and all plans are in place and up to date.

3. The education authority and the school should update Records of Needs.

The education authority and school have made very good progress with this main point for action.

The Principal Educational Psychologist within the authority has confirmed that any Records of Need have been correctly set up and maintained. Annual reviews have been completed as required by legislation. The most recent review in June 2005 has confirmed that the school continues to meet the needs of any pupil with such a Record. Further support arrangements over and above those described in the Record of Need continue to be made.

The authority will continue to provide appropriate support and is confident that the school has in place suitable mechanisms to review Records of Need as required.

4. The new arrangements to monitor learning and teaching and the plans to set targets for individual pupils should be fully implemented.

The school has made very good progress with this main point for action.

This priority area of work was identified within the school's improvement plan for 2003/2004. The headteacher has continued to implement and develop the arrangements used to monitor learning and teaching. Written records are maintained and feedback is given to staff. An appropriate, agreed programme of focused visits to classes is in place. Assessment information is used by teachers to set realistic but challenging targets for pupils in language and mathematics. Pupils have more opportunities to monitor their own learning and discuss with the teachers their individual strengths and learning targets.

Areas for improvement in learning and teaching are identified and addressed through professional development and training for staff and appear in the school's improvement plan. The very good practices in this area of work will continue to be developed to ensure that the high quality of learning and teaching is maintained and levels of pupil attainment improved.

Conclusion

Overall the school and the authority have made very good progress in addressing the main points for action. Consequently neither the authority nor HMIe will publish any further reports in connection with the 2003 HMIE report. Authority staff will continue to be involved with the school on an on-going basis to help make further improvements.

Contact Details

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